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Journal of EDUCATION

BOSTON, MASS.
Vol. CIV, No. 1

July 1, 1926

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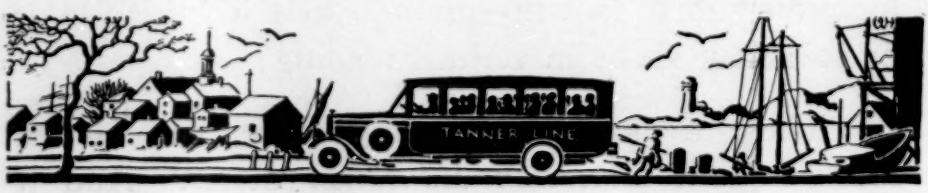

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

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Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Preparing for Danger

THE General Electric Company at Schenectady produced artificial lightning and photographed it. The lightning flash lasted only a hundred-thousandth part of a second, but it had a million horse power. The photograph was perfect. It is all unthinkable. A million horse power and a hundredth-thousandth part of a second are equally beyond the reach of the human mind, but the photograph can be appreciated by anyone. The cost of the demonstration was enormous. Why such an expense for a picture of a happening of a hundred-thousandth part of a second?

It was valuable beyond any estimate of cost to know the power of electricity in action when it was tempted to leave the atmosphere and come to earth, and the time required in going from the heavens to the earth.

The General Electric Company must know how great a power would be needed to arrest a flash of lightning, and how much time could be available for the arrest.

It is a temptation to moralize on the power of an evil impulse when it leads human nature to flash from a noble possibility to an ignoble deed, and the time which elapses between the possible good purpose and the fiendish act, but we resist the temptation, and merely say that when Charles P. Steinmetz discovered how to measure a million horse power and photograph its action for a hundred-thousandth of a second he demonstrated what can be learned when we realize how important the knowledge is.

The annual dinner of the Department of Classroom Teachers will be at the Bellevue Stratford Hotel in Philadelphia, July 1, at 6 o'clock.

John K. Norton's Report

"THE Ability of States to Support Education," the first comprehensive Report of the Bureau of Research of the National Education Association, furnishes a vast amount of important information which cannot but be of value in promoting intelligent appreciation of what states can be expected to do in order to give children in the city and in the country the educational opportunity needed. There are nineteen chapters, each giving the latest information available, making it possible for state officials to know their relative standing from all desirable angles. Dr. Norton's great contribution is the use he makes, by chart and diagram, by classification and analysis, of the vast amount of statistical information collected by United States Commissioner of Education John J. Tigert.

Dr. Norton has had special training for this scientific study, and the National Education Association is rendering the country inestimable service by being able to present just what will be of greatest value to the greatest number of interests by the best use of public money. It is the first notable contribution to the solution of problems of "the child and the dollar." What Colonel Leonard P. Ayres started in his "Index" is clarified by Dr. Norton's "The Ability of the States to Support Education."

The Highest University

PRESIDENT ARTHUR G. CRANE of the State University of Wyoming not only increased the summer school registration at Laramie one-third but established a University Camp at Snow Dell, Medicine Bow Mountain, the second largest National Forest Reserve, which is not only the highest University School—near eleven thousand feet altitude—but it has an ideal student camp.

"Snow Dell" is a lovely grass lawn quarter of an acre, encircled with graceful, majestic evergreens, twenty inches in diameter and one hundred feet in height as straight as an arrow from base to tip. Snow banks skirt the lawn and a rollicking stream has rhythm, melody and harmony by day and by night. A huge bonfire in the centre of the lawn brightens the camp in the early evening.

Backing into the grove toward the mountain stream facing the lawn is the "Mess-o-Zine," or sitting room, for general use after the "messing" in the dining room end of the "Mess-o-Zine." In the late evening, in the heart of the sitting room, is a monster fireplace fire around which faculty and students gather. In the grove on the hillside are commodious cottages, set on groups of large tree stumps, floored and sides for winter safety, while for the University weeks there is heavy tenting. These cottages are named according to the taste or talent of the tenants. Psychogoic, Paleogoic, Canozoic, Protozoic, Archeozoic, Mesozoic, Nonconformity. "Snow Dell" is forty miles from the University in Laramie along a fine mountain road which winds an incline of four thousand feet. By the by the Laramie campus, seven thousand feet altitude, is probably the highest University setting in the country.

The automobile ride through the forest reserve to the "Snow Dell" is as full of scenic thrills as anything we know. One looks off for great distances over beautiful foot hills nestling restfully along the base of majestic Medicine Bow Mountain. The University summer session in five years under the skilful leadership of Dr. Charles R. Maxwell rose from two hundred and fifty to fifteen hundred, for which credit must be given in part to the attractive faculty program as well as to the altitude and scenery.

New York State recently sent New York City a check for more than twenty-one million dollars as its share of the annual state appropriation for school aid.

Mr. Gillan's Wisconsin Article

S. Y. GILLAN of Milwaukee has been an interesting personality, educationally and civically, for forty years and our personal friend in all these years. We are using in this issue extended extracts from his address before an association of lumbermen at French Lick recently. Theoretically the Wisconsin idea is as unwelcome to those men as to any other group of millionaires, but it is the third year that they have had Mr. Gillan on their program, and they evidently enjoy his art of stating facts and producing figures.

The success of the Wisconsin idea is the best opiate for scared people who think Child Labor laws will ruin business, and we have seen no presentation of the Wisconsin situation as vividly given in facts and figures as in this address. If any of our readers question the advisability of publishing this address for fear of any possible evil effect our answer is that

nothing could do as great damage as the arguments used against the Child Labor law, and generally the only dangerous boosters of socialistic ideas in the United States are those who say that humanism is dangerous.

Personally and professionally we are far removed from communism, in theory or practice, but if forced to choose between idealistic humanism and saving business by the vicious practice of robbing children of childhood and education the American people will go bodily over to humanism. Mr. Gillan puts his case brilliantly and skilfully, which makes it very attractive reading.

Henry Maxson of Plainfield

[After thirty-four years of high achievement as superintendent of Plainfield, New Jersey, Henry Maxson retires to the regret of the public and of the schoolmen of the state. We could say much, for we have known him intimately for more than forty years, but we prefer to use a statement by "A Friend of the Editor."]

IF ANYONE who knows schoolmen over the country were asked to name the one man whose work stood out, whose character was the finest, whose influence was greatest, whose help was most often sought, there would have been not the least hesitancy in naming Superintendent Henry Maxson of Plainfield, N.J. After thirty-four years of splendid service, Dr. Maxson is retiring, and the educators of New Jersey on Saturday night, May 22, tendered their distinguished colleague a dinner at Newark. The leaders of the profession there gathered to publicly acknowledge their debt to him and to show their genuine affection. I do not believe that in his long career Henry Maxson ever had a single selfish thought; he never did a thing in which there was anything except a devoted interest in the children; he never promoted or dropped a teacher, nor disciplined a pupil except where it was for the best, and where even the victim would acknowledge it as exactly that. In all the brief speeches that were made, the one thing running through them was affection. To every person in Plainfield Dr. Maxson was a friend above all. At a recent legislative conference where a vigorous difference was cropping out, someone rose and said in support of one side: "Dr. Maxson says this position is the true one." Difference melted away, for the keenness of mind and the absolute fairness of the man were thus recognized.

Dr. Maxson's leaving active work is a distinct loss to teaching, but New Jersey is not going to lose him entirely, for beyond doubt his counsel and help will be demanded in large amounts —and it will be freely given. He couldn't quit helping people.

Free College Idea

THE Free College movement, of which J. E. Kirkpatrick, Olivet, Michigan, is an official representative, has an idealistic body of doctrine as represented by the "Principles of Organization."

The teachers, administrative officers and full-time students to constitute the sole governing body.

Representatives of bodies in any way aiding the school will be invited to sit in the councils of the college as advisory members.

The student body is to be small and carefully selected, paying in tuition fees the operating expenses of the college. One half of the student's time is to be given to gainful employment under the immediate direction of the college.

It is held that young people of college age, engaged in business and professional activities and bearing the larger part of the expenses of their college, should share fully in making the policy and directing the administration of their school.

It is believed that training for effective and democratic leadership requires that the faculty and students be jointly and equally sharers in all the rights and powers belonging to the college.

Revising Courses of Study

THE attempts to improve Courses of Study in city systems have always been in evidence and always will be. President Charles W. Eliot of Harvard University created much interest nearly fifty years ago in his crusade to "Enrich the Course of Study." It required more than a third of a century for New England to eliminate the ninth grade. Near forty years ago James M. Greenwood of Kansas City caused much excitement when he tried to delete the eighth grade also. Always someone somewhere has been championing some changes in the course of study, but there has been nothing comparable to the present interest in the revision in every city.

There is no city that is not doing something in some original way in modifying the school work. Denver has probably done more than any other city, and we think is the first to establish a corrective commission for permanent modification of the subject matter.

Chicago is launching something quite unique in scope and in scientific approach.

Pennsylvania's Banner Year

By A. E. WINSHIP

CONSIDERING the size of the state, its traditions and complex industrial conditions, Pennsylvania leads the country in educational peace and progress in the year 1925-1926.

Four years ago there were more tragedies in the personnel of superintendencies in the state than there have ever been elsewhere. This year there were fewer tragedies than the state has known.

With more than three hundred and fifty county and city elections of superintendents in April, there were only three important cases which indicated professional violence. Re-election of present incumbents who were candidates for re-election was practically unanimous. Attempts of other candidates to capitalize unrest were almost universally unsuccessful. The cases in which the vote was unanimous were surprisingly large. These re-elections were very generally accompanied by increase of salary. There are many superintendents in the state that receive $6,000 and more, some $8,000 and more, and a few $10,000 and more. This demonstrates peace and the elimination of educational unrest, but not necessarily a spirit of progress, which, however, is abundantly demonstrated otherwise.

Eight of the thirteen State Normal Schools have been magnified into State Teachers' Colleges with degree-granting privileges, which requires a scholastic and professional faculty. Some of these faculties have one hundred per cent. with scholastic degrees and more than half with graduate degrees. This transformation is almost miraculous in a state whose Normal Schools are as old and as traditional as are those of the Keystone State.

The state has also grappled with the rural school problems skilfully and heroically. No other state has as much mountainous country that is both sparsely settled but generally settled as has Pennsylvania.

There are eight thousand one-room schools and each of these has been individually considered in its relation to other schools to see whether by any stretch of the imagination consolidation can be achieved. There are two thousand of these schools that must be content to be isolated. The state is giving expert attention to this class of one-room schools to determine what improvement in educational opportunities is feasible in their isolation.

The six thousand one-room schools that have no insurmountable difficulties in the way of consolidation are in charge of one of America's wise leaders with compelling personality who is devoting his time and talent, with whatever help he needs, to studying the local situations for the promoting, through classification and community education, of consolidation that will function smoothly and permanently.

There has also been an expert study made of subject-methods and administrative details, and bulletins have been published upon each phase of school problems. These bulletins, in themselves, promote the education of teachers in service.

Ninety years ago Thaddeus Stevens, in the Pennsylvania Legislature, made the most brilliant, most captivating legislative educational address the new world has known, and it is a joy to know Pennsylvania when once more she leads the country in educational devotion and achievement.

"Americans love an honest man, and that means not only one who doesn't steal but the consistent and candid, who can disagree with public opinion if necessary and whose policy is open, above-board, free from secret ties. Americans love a man of courage, who has positive opinions and adheres to them; who can resist pressure; and they would rather have obstinacy than a facile will; they want a man who can stand against influence, abuse, and misrepresentation. Americans love a belligerent leader, because they believe that the forces of evil are belligerent and tenacious. They want a leader of constructive power, who can draught legislation and force it through by weight of his will, backed up by public opinion. Such a man, whether selectman, mayor, governor, cabinet officer, or president, calls out the enthusiastic confidence, the vital support, and the personal affection of many of his countrymen."

—Albert Bushnell Hart, "National Ideals," Von Humboldt School Press, Chicago.

Brooks of Missouri

By A. E. WINSHIP

THE University of Missouri, Columbia, was eighty-five years old on April 14. It was the first institution for higher learning west of the Mississippi river.

From the Northwest Ordinance of 1787 which announced that schools and other means of education should be encouraged forever, the newly created State of Missouri in 1820 received two township sites for a seminary of higher learning. In 1827 Congress authorized the selection of these two townships. 7,612 acres of these selected townships were within the present limits of Kansas City.

In 1831 Congress authorized the sale of these lands, and ninety-five years ago the seventy-two square miles of the best land in Missouri was sold for $78,000, which was less than two dollars an acre. This money was invested in the stock of the Bank of the State of Missouri, and by February, 1839, when the Legislature voted to establish a university it amounted to $100,000.

The six most central counties in the state were to bid for the location of the university. There was to be at least fifty acres, compact in form and within two miles of the county seat.

Boone County, Columbia the county seat, had the highest bid, $30,000 in land, and $87,921.75 in cash. This was in 1839, and the citizens gave one-twentieth of their entire wealth to bring the university to Columbia.

The subscriptions amounted to more than twenty-three times the total tax receipts the next year.

One man, Edward Camplin, who could neither read nor write, gave three thousand dollars to have the State University located in that county.

The university opened April 14, 1841, and in 1843 two students were graduated with the degree of A. B.

The university began its distinguished career in 1890, when Dr. Richard Henry Jesse became president. Since then it has always been of national significance. For seventeen years President Jesse was a national educational leader, as was A. Ross Hill, who succeeded him, and the university continued to maintain its prominence for the twelve years of his administration.

Dr. J. C. Jones accepted the presidency for two years, and served until the inauguration of President Stratton D. Brooks, of the State University of Oklahoma, in July, 1923.

The Kansas City Star, April 4, said: "From being practically an unknown factor in the life of the state for more than fifty years of its history, the University of Missouri is now touching every phase of life in the state. It has gained the highest kind of recognition among the great educational institutions of the United States. It has grown from a handful of students gathered in one small building to almost seven thousand students—this is counting all sessions—with a teaching and administrative faculty of almost three hundred, one of the largest school libraries in America, and more than sixty buildings, and excellent laboratories."

The Kansas City Star presents the following interview with President Brooks:—

"In the eyes of many persons the university with the largest number of students is the greatest school. But that is not our idea here. We could go out after students and soon have an enrollment of perhaps ten thousand, but we don't want that many. We could not take care of them if we had them.

"For the last twelve years the University of Missouri has advocated the establishment of more and more junior colleges throughout the state where students can be sifted out and sent to the university better prepared. You know the percentage of students who reach the senior year is much smaller than the number who enter as freshmen. There is dropping out all along the way. Now, if junior colleges can do the sifting in the first two years, it will result in a much higher quality of advanced students here in the university. The total number of students here will not increase much, but the percentage of advanced students will be much higher.

"By keeping down the number of students—by seeking quality instead of quantity—the total expense of running the university is much less than it would be if we had eight thousand or more, and we haven't the eight thousand because we don't want them. In the regular session this year we have about 3,400. In comparison with other universities, such as Illinois or Wisconsin, where the enrollment is much larger, the cost of running the University of Missouri is small.

"We want to build here a real university, not merely a collection of colleges. Our graduate school now ranks among the highest in the country. We now have about five hundred students in the graduate school working for the master's or doctor's degree.

"We are aiming at maintaining our advanced and professional schools at a high standard. The requirement that a student must have two years of college work before he can enter a professional school keeps the standard high. If these requirements were lowered, we could have more students, but that is not what we want."

State Legislation and Business in Wisconsin

By S. Y. GILLAN
Milwaukee, Wisconsin

IN THEIR economic philosophy people are divided into two groups, those who hold that laws should be so framed and administered as to protect and promote the interests of business, because when business men are prosperous they can employ more labor and pay better wages. The second group hold that men, women and children are more important than dollars. In the past nine years the total cost of the state government in Wisconsin has increased 106 per cent.—more than doubled. These figures are from the United States Census Bureau. It is true that the same authority shows the following increases in other quarters:—

All the states	206%
Illinois	543%
Iowa	343%
Michigan	260%
Minnesota	169%

INDEBTEDNESS INCREASE IN NINE YEARS.

All the states	155%
Illinois	4,833%
Michigan	973%
Minnesota	534%
Wisconsin	Decrease 13%

PER CAPITA DEBT.

All states	$ 102
Illinois	78
Iowa	82
Michigan	127
Minnesota	145
Wisconsin	51

BANK FAILURES.

Since 1906 there have been bank failures:—

In the United States	2,943
Illinois	119
Iowa	116
Minnesota	133
Michigan	51
Wisconsin	20

INCREASE OF ASSETS OF BUILDING AND LOAN ASSOCIATIONS IN NINE YEARS.

United States	198%
Illinois	278%
Iowa	245%
Michigan	156%
Minnesota	146%
Wisconsin	600%

INCREASE OF WEALTH IN TEN YEARS.

United States	72%
Illinois	43%
Iowa	36%
Michigan	114%
Minnesota	57%
Wisconsin	82%

VALUE OF MANUFACTURED PRODUCTS.

Increase in nine years:—

United States	149%
Illinois	124%
Iowa	122%
Michigan	256%
Minnesota	96%
Wisconsin	148%

WAGE EARNERS IN MANUFACTURING ESTABLISHMENTS.

Increase in nine years:—

United States	23%
Illinois	25%
Iowa	23%
Michigan	86%
Minnesota	11%
Wisconsin	27%

It is a fact as inexorable as the law of supply and demand that a scarcity of capital makes the interest rate high, and plenty of capital makes a low interest rate. Except in one New England state, Wisconsin has the lowest rate of interest on farm loans of any state in the Union. Interest rates in Wisconsin are low.

Wisconsin's wealth increased by more than $3,500,000,000 from 1912 to 1922. This represents a greater increase in per capita wealth than that of any neighboring state.

It has had a smaller percentage of commercial failures in each of the last ten years than the country as a whole, and over the entire period has the best record of any state in the Union.

Since 1915 the resources of building and loan associations have increased more than 600 per cent. Nowhere else has the growth of these institutions been anywhere near as great as in Wisconsin. Sixty-four per cent. of all families in Wisconsin own their own homes. This is the second highest percentage of home ownership in the United States.

Wisconsin has the lowest percentage of illiteracy of any state east of the Mississippi River. It leads all states in part-time vocational education; is second in normal school attendance; and in proportion to its wealth spends more upon its state university than any other state.

Milwaukee has a continuation or part-time school with a physical plant as follows:—

Buildings valued at	$3,250,000.
Equipment	600,000.
Annual upkeep	800,000.
It employs full-time day instructors	180
Night schools	250
Attendance, day school,	12,000
Night	6,000

It is supported by a 1½ mill tax, making available $1,250,000 a year, and is constantly expanding. The other cities of the state have similar schools.

The students in these schools learn while they earn; that is, all of them are occupied in gainful employments. Up to eighteen years old no youth may be employed on a program of work only. All above fourteen not in the regular schools must attend these part-time schools from one to three days per week.

Forty-three cities in the state maintain vocational schools. Total enrollment, 64,986. Number of teachers, 1,270. This is a bigger army than Grant had at Shiloh or Vicksburg. Do you think with this industrial army in training Wisconsin has anything to fear in the matter of competition?

During each recent year Wisconsin has had a considerably lower death rate than the country as a whole, and this state ranks second highest in life expectancy, as computed by the United States Census Bureau.

Wisconsin ranks fourth among all states in the total mileage of surfaced highways, and sixth in concrete roads.

Wisconsin is one of the three state governments without a cent of bonded debt. The per capita public debt of all governmental units in Wisconsin is but one-half as great as the average of neighboring states or of the United States as a whole. Wisconsin is the sixth state in the total of its agricultural products, although it is only twenty-fifth in area and thirteenth in population. Wisconsin is the only north central state in which the number of farms increased from 1920 to 1925. Wisconsin has the lowest percentage of farm tenancy of any middle western state. For instance, 40 per cent. of farms in Kansas are rented, Oklahoma 51 per cent., Nebraska 42 per cent., Iowa 41 per cent., Wisconsin 14 per cent.

Except for one New England state, Wisconsin has the lowest average interest rate on farm mortgages.

Wisconsin is the leading dairy state, and ranks first in the number and value of dairy cattle and in production of milk.

For every farm crop which it produces, Wisconsin always has a higher average yield per acre than the entire country, and in many years it has the highest yields of any state.

Wisconsin is the tenth state in manufactures in the United States, with an annual value of manufactured products in excess of $1,700,000,000. This is nearly double the value of the annual production of all oil wells of the United States, and exceeds the total output of all gold, silver, and all other precious metal mines in the entire world.

From 1914 to 1923 the value of the manufactured products of Wisconsin increased by 148 per cent. and the number of wage earners in manufacturing establishments by 29 per cent. In both respects Wisconsin outstripped all neighboring states, except Michigan. Wisconsin is the first in aluminum manufacture; also in automobile frames, having one plant that produces 65 per cent. of all automobile frames made in the United States. The Wisconsin idea has humanized business without sacrificing business.—Read before the National Association of Egg Case Manufacturers at French Lick, Indiana, May 3, 1926.

Service

By Katherine Flynn,
Garfield School, Yakima, Washington

Have you done some little service for your fellow man today,
Made it seem a little brighter on the human right of way
Where the strong press ever stronger and weak fall by the way,
Have you done some little service for your fellow man today?

Did you feel your heart strings tighten for your fellow man today
When you saw Old Glory floating from the mast across the way?
"Be ye brave and pure and true, son," the old banner seemed to say,
Don't forget you owe a service to your fellow man today.

Then when daily cares are over and at night you kneel to pray,
And you thank Him for all blessings, you will hear the Master say
That the road which leads up yonder from all earthly cares away
Is the little road of service to your fellow man today.

—School and Community.

Personal and Professional

HENRY G. DOYLE, professor of Romance languages, George Washington University, Washington, D.C., is recognized as an expert on the relation of the United States with Spanish American countries. He not only teaches foreign languages, but he reads these languages of the day for the portraiture of the life of today in foreign countries as ardently as financiers read the daily report of stocks and bonds. He really imparts much of that zeal to his students, so that they learn a foreign language for its real daily use rather than as a credit-earning task.

Professor Doyle is one of the most attractive men on a Chamber of Commerce or other business men's program because of his familiarity with what the trade papers of other countries are saying. At the recent Foreign Trade conference in Charleston, S.C., he stressed the need of all salesmen in and for foreign countries really knowing and appreciating the language, the history and the present problems of the country. He knows how to boost America for foreign countries and those countries for America.

MRS. CLAUDE D. SULLIVAN, Lee and Casualty Building, Nashville, who has been a leader in welfare work in Tennessee, and especially active in the National Federation of Women's Clubs, is now one of the leaders of the South in the promotion of thrift of time, thrift of opportunity for service, and thrift financially. She is working through the schools, urging thrift as a sure preventive of being either delinquent or dependent.

MRS F. C. BEVERLEY, director of the famous Whitmell, Virginia, school and community enterprise which surpasses any home supported rural enterprise away from a railroad in the United States, is always evolving some important new demonstration of community achievement. The latest of which we know is an exchange of forest promotion with Hawaii. On Arbor Day some young Hawaii trees were planted in Whitmell and some Virginia trees in Honolulu.

But the really important achievement is a booklet, "Who's Who at Whitmell Farm Life School," with the record of every graduate. Fortunately, Mrs. Beverley has an attractive platform personality, which brings abundant opportunities to broadcast the "Story of Whitmell" far and near. There is no more acceptable woman on the educational platform than Mrs. F. C. Beverley.

DR. AMBROSE L. SUHRIE, professor of Normal School Education in New York University, addressed the Louisville, Ky., Teachers Association and the students of the Louisville Normal School on Monday, March 29, also the students of Marshall College, Huntington, W. Va. During the week following Easter he gave two addresses before the Wisconsin Association of Normal School Teachers at the state capital in Madison, and on his return addressed the faculty and students of the Ball Teachers College at Muncie, Indiana, and the City Teachers Association, at Titusville, Pa.

E. E. BASS, superintendent, Greenville, Mississippi, has been in school work in this city for forty-two years! This would be a great record anywhere, but it is super-great in a Gulf state to be in service in the seventh city in size in Mississippi for the forty-second year. Mr. Bass has made Greenville one of the best known cities, educationally, of its size (12,000) in the South.

OSCAR F. RAYMOND, supervising principal of an elementary district, Wakefield, Mass., is establishing a record in making his district a delightful community unit. A recent demonstration of this leadership was a "Men's Night," which had all the setting of a city affair. Mr. Raymond is active in the State Association, serving on the Board of Directors and as delegate to the Philadelphia meeting of the National Education Association.

ERNEST COBB, Newton Upper Falls, Massachusetts, creator of the Arlo books, president of the commercial-professional exhibitors at conventions, went to England as the representative of publishers at the great Portsmouth conference. After the meeting Mr. Cobb spent much time in the schools of Great Britain and with school men, lay and official. It is of special interest that Sampson, Low, Marston, Ltd., of London, one of the leading publishing houses of Great Britain, are to publish the entire series of Arlo Books because of the interest aroused in the educational public by Mr. Cobb. The same appreciation that the Arlo idea has had in the United States is already assured over there. This is especially gratifying to the Journal of Education, because we were among the first to realize that Mr. Cobb's "Arlo" was as important a creation as it was interesting.

I. FREEMAN HALL, North Adams, Mass., widely known and highly appreciated, especially by New England schoolmen, has in preparation an autobiography, "In School from Three to Eighty," upon which he has been at work for some time. Every paragraph has been toned up and turned down until it is trimmed to the closest edge as to fact and given an electric thrill of interest. He retired from the superintendency of North Adams several years ago, and has devoted himself to the writing of "In School from Three to Eighty" for the later years. It will be ready for the printer within a year.

WORTH McCLURE, assistant to the superintendent, Seattle, Washington, who was largely influential in the organization of the Department of Elementary School Principals of the National Education Association, has contributed an important chapter to "The Fourth Yearbook of the Elementary School Principals" upon "The Rating of Elementary School Principals in Service." In forty-six cities of 100,000 and over, eleven have formal rating plans, five have informal rating plans, but thirty have no rating plans. Mr. McClure's study will go far towards making the formal rating of elementary school principals universal.

MRS. ETHEL NASH BEVERLY, of the famous Porter School, Kirksville, Missouri, which Mrs. Marie Turner Harvey made internationally famous, is maintaining the reputation Mrs. Harvey gave it. Mrs. Beverly is a specialist in every phase of progressive education, and the children demonstrate high efficiency in every subject, rivaling the best work in any city system.

L. B. HOPKINS, who succeeds Dr. George L. Mackintosh as president of Wabash College, Crawfordsville, Indiana, comes from Northwestern University, where he has been director of personnel work. He succeeds Dr. Mackintosh, a brilliant speaker whose administration has been highly successful, and his insistence upon retiring is greatly regretted.

E. M. RAPP, who passed away in his home in Reading, Pennsylvania, on June 4, was one of the best known and highly esteemed school men of the state. He was superintendent of Berks County for more years than it has often been the privilege of any man to serve any county, and he was widely known as an educational lecturer for more years than anyone who has been in service in recent years. He was a good educational thinker, an exceptionally effective administrator, and a noble leader of teachers and of the public.

CHARLES W. BINGHAM, Bethel, Maine, has recently given Yale University a million dollars for a dormitory and another million to the Case School of Applied Science, Western Reserve University, Cleveland, for a "Mechanical Engineering Laboratory." The Case School has otherwise raised $600,000 to add to its endowment fund.

WILLIAM H. KILPATRICK, Teachers College, Columbia University, is one of the most reliably helpful progressive educational leaders of the country. He thinks clearly on all subjects, never lets sentiment dissipate into sentimentality, is never a professional fan when there is liability of professional fanaticism. All this is ably demonstrated in his article in the New York Times, May 30, in which he shows that there is a new kind of education because we know more about teaching and managing children, because the general increase in humaneness has changed the spirit of the school, and because a changed life outside the school demands a changed life inside the school.

KERTLEY FLETCHER MATHER, chairman of the Department of Geology and Geography, Harvard University, although one of New England's latest accessions, is one of her most popular speakers on educational occasions. Science is his major, but the literary setting of his presentation of the scientific wonders of the day has a charm that captures every audience. He has a background which makes it as interesting to see as to hear a scientist who as a specialist in petroleum geology has explored oil fields in South America and Mexico as well as in Alaska and British America. The high value of Dr. Mather's addresses is the fact that he makes his hearers believe that science is to affect civilization more powerfully in the near future than it has in the recent past.

JOSEPH OLIVER STOKES of Trenton, New Jersey, who died recently, has provided for the erection of the "Joseph Stokes Public School," to cost at least a million dollars. This is devotion to public school service which is quite unusual. We regard it as of supreme importance that men of wealth should provide aid to public schools without any fanatical strings to it. The school may well be named for the donor, but it should be in the fullest sense the public's school as this Trenton school will be.

F. L. MANASSE, who died in New York City on May 28, was one of the well known and genuinely admired bookmen who represented the Educational Publishing Company in Chicago, and later as manager in the eastern territory of the Laurel Publishing Company, with headquarters in New York.

Chicago Schools and Military Training

By LUCIA AMES MEAD

TWO of Chicago's nine members of the School Board are women. One of these, Mrs. Johanna Gregg, has made a discovery. Speaking over the radio she recently said: "During the four years in which I have been serving as a member I have endeavored to acquaint myself with all of the activities of our schools and believed that I was reasonably familiar with our courses of study and the work that was being done. It was therefore a most unpleasant surprise to find in one of our high schools in a room which forcibly brought to mind the expression 'Black Hole of Calcutta,' a group of girls prone on the floor, with rifles in their hands shooting at a target." She found that five schools have rifle practice for girls, and that this was being carried on practically without the approval or even the knowledge of the higher superior officers. Besides the ordinary setting-up drill and games, this "Military Training Court" provided manual of arms, military drill and markmanship.

Chicago finds it difficult to furnish a seat and provide a full day's schooling for every child. Its citizens are facing the need of increased taxation in order that the schools may be carried on. One of its high schools has an enrollment of over 4,000 and accommodations for fewer than 2,000. Six thousand teachers have pledged themselves to accept no increase of salary until the conditions for pupils are bettered. Yet money is being spent in training little girls from twelve to fifteen, almost entirely first-year students, in the art of warfare; the uniforms and novelty of the training are said to arouse keen enthusiasm.

Mrs. Gregg's radio message was considered "too controversial" to be sent out alone, and effort was made to find an R. O. T. C. officer who would debate on the other side; none could be found, as they agreed with Mrs. Gregg; but a lady member of the Legion Auxiliary was secured.

Chicago is not committed to military training for boys in her twenty-four high schools. The following facts are gleaned from Superintendent McAndrew's annual report: "Students, 5,915 (about one-fifth of all high school boys); original cost (omitting cents) of government equipment on hand, $296,170; original cost of uniforms issued to students and in use for one year, $159,632; ammunition, used by students in the year, $52,528; pay and allowance, $52,789; other expenses for year, $6,926; average cost to government per student per year for equipment, $50; total cost to government for one year (exclusive of original cost of equipment), $222,533. It will be seen that with equipment this shows that over $518,000 is paid by taxpayers either to the Federal Government or the Chicago School Board for a training which men like Professor Sargent, of the Harvard gymnasium, and other physical training experts have declared inferior to good physical training and combative games in developing physique, self-control, agility, and initiative.

The reversal of America's former policy by the introduction of uniformed military men on the faculty of schools and colleges is beginning to be seen as something that must be challenged by parents and educators. Massachusetts has just started a committee of investigation as to the facts, and a protest against all compulsory training. Dr. Harold Speight, pastor of King's Chapel, and a former army chaplain, is the vigorous chairman of this committee. Public debates in which R. O. T. C. officers attempt to plead the necessity for such training are being scheduled. In Chicago, a debate was held in the Olympic Theatre between President Maurer of Beloit College, who opposed military training in schools and colleges as out of place, and revolutionary in the educational field, and an able Chicago lawyer, who in spectacular, dramatic fashion argued for it. The vote of the audience was against it.

From Maine to California the combat of ideas and ideals is waxing hot. The R. O. T. C. men argue that America can never become militaristic; everywhere members of the war department appear to plead the need of military preparedness in the interest of future peace. They ignore the facts that, as Charles E. Hughes said: "America is not in the slightest danger of aggression"; that, since Washington's day, while our population has increased only twenty-eight times, our expenditure for defence has increased over 600 times. Appearing on the faculty of schools and universities as President Maurer showed, they become formidable, and a president requires "considerable nerve" to oppose their wishes.

Wayside Jottings in the East Indies—II

By L. H. PUTNEY

THERE are three classes of transportation, with fares ranging from about one half cent (our money) to two cents a kilometer; besides, there is a still less expensive class on mixed trains exclusively for "inlanders" as the natives are called. Simply because they have never been so operated, trains do not run at night, therefore in going across the island from Sourabaya to Batavia (about 625 miles), a person must break the journey at one of several points. Even on the branch lines there are several trains a day, so you need not lose much time waiting for trains.

In Sumatra, as well as in Java, there are many automobile bus lines, for the highways are excellent. One can go almost anywhere in Java over roads made of crushed rock and shaded by canopies of magnificent trees. So great is the population and so close are the kampeongs that there is a constant procession of men and women trudging along these roads, with their burdens strapped on their backs or balanced from the ends of a long pole resting on their shoulders in Chinese fashion. And what has been done in this direction on these islands is being repeated slowly in the developed portions of Borneo and Celebes, for it is the policy of the government to make the natives work in order that they may acquire habits of industry and keep out of mischief. At the present time each man in those islands has to put in about forty days of road work a year, and then ten more days of service to pay his head-tax. Apparently the only persons who would like to rebel against this are the Chinese, of whom there are close to a million in the Netherlands-Indies. But they cannot put up any very strong resistance, for no one there is allowed to own firearms. Even the police in the cities carry nothing more formidable than swords, and what a picture they do make with their brown straw hats, blue uniforms, and high boots, against the background furnished by an ever-moving mass of bright-skirted, gaily-turbaned natives!

Recently there has been a lot of publicity given to the opium question because of the international conference at Geneva. In the Netherlands-Indies the manufacture and sale of opium is a government monopoly. There is a very large factory in Batavia where it is prepared for market from the raw material received in chunks from China and India. Then wherever you find Chinese you will also find licensed "chandu shops" in which it is sold, but only to those who can show permits issued by the government. These permits resemble passports, somewhat, for they contain a photograph of the holder. Usually, after buying his quota Mr. Chinaman repairs to a "kit" where he stretches out in a bunk and enjoys his smoke with all its sweet dreams. Many of the younger Chinese, we understand, are avoiding opium just as many of the younger natives are the disgusting habit of chewing betel nut, but the use of liquor is increasing among them apace. Just how injurious is the use of opium by the Chinese seems to be a mooted question out here. In any event it is not to be judged by the drug habit at home. In 1924 the total net profit to the government from the sale of opium reached the enormous sum of 35,000,000 guilders (a guilder is worth about forty cents in our money).

But we must stop this rambling, for already we have used as much space as is allotted us, and we have not touched education in the Netherlands-Indies. Do not think from this that there are no schools. As a matter of fact, in 1924 the total number of pupils attending government schools of every kind was actually 1,026,626. Besides, there were 204,566 in the private schools, denominational and "neutral" as the secular private schools are called. A considerable part of these private schools, however, are very largely supported by the government, for when they follow the state course of study and submit to the regulations they receive a subsidy of 75 per cent. of their teachers' salaries, 85 per cent. of the cost of their buildings, and one guilder a pupil a month for furnishings. At the Education Department in Batavia we were told that some of the denominational schools are actually making money by this arrangement.

Excepting the "desa" or one-teacher village schools, there are no free public schools in the Netherlands-Indies. This is the first radical difference between the system there and that in the Philippine Islands. Tuition charges vary according to the class of school and the income of the parent and the number of children he has attending the school, ranging from 5 cents (2 cents our money) to 32 guilders ($12.80) a month. The money realized from these fees (over 5,000,000 guilders in 1924) is deducted from the allowance for education in the colonial budget, for the present policy of the government is one of parsimony.

At the head of the educational system is a

director appointed by the governor-general. As a rule he is some person in the administration closely associated with the governor-general and seldom a school man. For administrative purposes the islands are divided into inspectorial districts. The inspectors in charge of these districts, together with certain other persons connected with the system and the presidents of the five teachers' unions, constitute a board of education which is supposed to advise the director. To guide this board there is a technical adviser whose duty is to keep informed concerning educational developments in other parts of the world and to make recommendations looking to the improvement of the system.

Unlike the schools in the Philippines, where all instruction is given through English as a medium, and the same course of study is followed by all children in a particular grade, those of the Netherlands-Indies are taught in several different languages, and, for all practical purposes, form a number of distinct systems. For example, the desa schools, which include about 65 per cent. of the total school enrollment, are three-year schools taught in the vernacular—Javanese in one part of Java, Soendanese in another, Madoerese in a third, etc.—and giving instruction only in the three R's. Next come the Inlandische schools. These have five-year courses and teach both the vernacular and the Malay languages. In addition to the three R's the children study drawing, music, a little nature study, and the geography of the Netherlands-Indies; but no history, lest it breed discontent with the political situation. And finally, there are three distinct groups of primary schools taught in Dutch—for Europeans, Chinese, and Inlanders, respectively. The first two follow the same course of study and use the same books; the third teaches both the vernacular and Malay languages in addition to Dutch. As the inlanders and Chinese usually know no Dutch when they enter school, there is provided for them an extra "infant" class below the regular first grade, in which the children (five years old) play games and learn to speak Dutch by the natural method.

It is interesting to find that many of the Chinese in the East Indies have been away from China for so many generations that they have lost their native tongue. As a rule they speak Malay, which appears to be understood more or less by all the peoples of the East Indies. Because at the present time the government maintains schools for the Chinese in Java only, there are many private Chinese schools in the other islands, especially in Sumatra, where English is being taught instead of Dutch. It was this same condition twenty years or so ago in Java that frightened the government into establishing the present Dutch-Chinese schools, so the same thing may be looked for in Sumatra one of these days.

Above the primary schools are two distinct types of middle schools—an East Indian development, the so-called Mulo schools, with a three-year course, and the high burgher, or as the natives say the "raja"schools, since each (there are only four) bears the name of a Dutch ruler, with a five-year course. The high burgher schools have been transplanted bodily from Holland to prepare for admission to the Dutch universities. English is taught quite effectively in all the middle schools, and French and German as well in the high burgher schools. Right now the People's Council is clamoring to have French and German placed in the Mulo schools, too, so that pupils can proceed from them to the high burgher schools. Under the present scheme graduates of Mulo schools can only enter the "kweek" or teacher-training schools, and the junior law and technical schools. There is no university in the Netherlands-Indies yet, though there is an excellent college of civil engineering, and very good law and medical schools with courses only one year short of those in Holland. One unique feature of the engineering school is a glass factory which makes all the glass apparatus used in the laboratories and much for sale to the other branches of the government as well. This is one "left-over" of the World War which seems likely to be retained.

All teachers except those in the desa schools are given a very good preparation for their work, those for the inlandische schools in so-called normal schools, of which there are about forty, and those for the Dutch-Chinese and Dutch-Inlander in kweek schools. The instructors in the kweek schools are Dutchmen, while those in the normals are natives, since there the instruction is given in Malay. We visited the Chinese Kweek School in Batavia, the possessor of a magnificent building which cost 1,500,000 guilders, even though in Java skilled carpenters and masons receive only one or two guilders a day, and also the normal school where teachers for southern Sumatra are trained. Like all the kweek and normal schools they are boarding schools. Boys are required to pledge themselves to teach as many years as they attend these schools. The course of study in the kweek schools covers five years; and in the normal schools, four years. Much of the junior year is spent in observation work in associated practice schools, while the senior year is largely devoted to practice teaching.

In the practice school at the normal we watched one of the boys conduct a singing

lesson. He was a Mohammedan, so in accordance with Mohammedan rule he wore his fez, but the two chaps who were mere observers were not required to wear theirs. The kweek school had an excellently equipped gymnasium. We were told that football is quite popular with the students and that their team plays games with the teams of other local schools. The interest that the schools in Java are taking in athletics is especially noteworthy for the reason that the Dutch themselves find little attraction either in athletics or in life out in the open. As a result, a person coming from Australia misses the parks and magnificent domains so much in evidence down there.

We wish that our readers could see some of the school buildings in these islands. Like everything else they have done there, the Dutch have built them with an idea of permanency. All of the buildings are constructed on bungalow lines, and have tile roofs and cement or tile floors. Even the oldest are models of neatness. Very little blackboard space is provided, but many colored maps and charts are in evidence. The general equipment is superior to that found in Australia, but not quite as good as in the Philippines. All books and supplies are furnished free. In Makassar, the capital of Celebes, we found the schools using report cards similar to those which our boys and girls carry home.

With a few exceptions all the government schools are co-educational, though, as would be expected in an Oriental country, the pupils are largely boys. Most of them wear the native batik sarong and tight-fitting jackets, and invariably go barefooted. Many wear on their heads turbans made of batik, or dark-colored fezes. They impress the visitor as being an especially bright lot of children. We were told that, excepting only the half castes, they are of unusually high moral character, thanks to the influence of Mohammedan law.

Before we close we must say a few words about the very enlightened policy adopted by the government in the matter of libraries. About fifteen years ago it decided that, having given the natives the power to read, its own safety depended on seeing that they did not use this power reading books likely to breed disloyal sentiments. To prevent this it started in a very modest way the so-called "Volkslectuur" to publish and distribute books in the vernacular. Today at Batavia they have a big publishing plant employing about 250 persons where they publish some twenty books a year and also a monthly and two weekly magazines.

Connected with each of the two thousand odd inlandische schools is a "volksbibliotheek" managed by the principal. This lends books to the community at less than one cent of our money a book. Last year over 70,000 books were supplied free to these volksbibliotheeks, and also a subscription to the monthly Sri Poestika. The total circulation of books by the libraries reached the astounding number, 1,609,501, or an average of 803 books to a library. All told, the Volkslectuur has published for the natives 466 books, classified as follows: 55 juveniles in Malay and the vernacular, 188 general books in Malay, and 223 general books in the vernacular. Some of these general books are of an informative character, dealing with such subjects as agriculture, industry, care of babies, and history of the Netherlands-Indies, but most of them are stories. One of the most popular additions in 1924 was "The Three Musketeers." We were informed, however, that love stories are most in demand. Some of the American authors represented in the list of the Volkslectuur are: Louisa May Alcott, Mark Twain, Jack London, Harriet Beecher Stowe, and Lew Wallace.

In this connection it may be interesting to learn that America indirectly is supplying one reading-book to the schools of the Netherlands-Indies. We wager not one of our readers could guess it if given a half-dozen chances. It is an abridgment in Malay of "Uncle Tom's Cabin" known as "Oom Tom." We are sure that the government of the Philippine Islands could wisely adopt the volksbibliotheek idea from the Netherlands-Indies, and we suspect, too, some other localities very much nearer home.

"Mankind is expected to be saved by a process called school, and hence we are inclined to ask, not what a child or youth has become as a result of the treatment, not what he has retained or how much he has developed, but how much of the process he has gone through."

—A. Lawrence Lowell.

EDUCATION IN ACTION

Wins National Spelling Bee

Pauline Bell, thirteen-year-old star pupil of a one-room school at Clarkson, Ky., won the national spelling bee held recently at Washington. Her knowing how to spell the word "cerise" won for her the first prize—$1,000 and two gold medals. By winning she retained the championship for Kentucky; Frank Neuhauser, fourteen, won the title last year. She also led a field of girls to a position of dominance in the spelling world, only one boy clinging to a place among the six prize winners. Betty Robinson, of South Bend, Ind., took second place after a grueling contest. Until she spelled the final word "Cerease," it promised to be a trial of endurance. The contestants were received at the White House the next day.

Law School Raises Admission Requirements

Dr. James R. Angell, president of Yale University, recently announced the adoption of higher admission standards in the Yale School of Law. Instead of admitting all men who have been graduated from leading colleges, the school hereafter will take only men who may be expected to attain a grade of at least "C," or from 65 to 73 per cent. The forecast of a candidate's scholastic ability will be based on his college record; or, when his college is not on the approved list, his standing in the highest third of his class. Applicants who are not admitted under this system may appear in person for an examination in aptitude for law.

Opens School Despite Protest

Moslem fundamentalism in Afghanistan has recently suffered a material setback in the matter of higher education for women, writes G. K. Nariman in The Moslem Outlook of South Africa. A seminary for girls was opened in Kabul in 1919 in connection with a general modernization of education, but in 1924 it was closed because of protests that the institution ran counter to the spirit of the Koran and would lower the moral level of Afghan women. The school, however, has been re-opened, under the direction of Dr. Iven, a German woman, who has had teaching experience in Persia. The Department of Education in the Afghan Government now supervises two high schools, several branch high schools, and 100 elementary schools which it has set up in smaller towns. A university is being planned for the capital.

Meaningless Knowledge Heaped Upon Students

Assailing modern institutions of higher education recently, Professor Charles E. Rugh, of the University of California, one of the West's most noted educators, declared that Abraham Lincoln would never have been heard of if he had been the graduate of a modern American university. "If Lincoln had had knowledge heaped on him in the manner that it is heaped upon modern youths," he said, "his brain would have become so befuddled as to be useless to him." Professor Rugh declared the tendency of American universities is to heap all kinds of "meaningless knowledge" upon a student during four years of college life, "providing him with no opportunity to integrate the information thus obtained."

Milwaukee Girl Wins Many Honors

More honors than a general has medals have been pinned upon sixteen-year-old Blanche Baxter, a senior at Lincoln High School in Milwaukee, Wis. She is the first girl to be president of the senior class, editor-in-chief of the school publication, and class valedictorian, and she was crowned May Queen of her school. Now she has won the $1,000 Kiekhoefer award, given each year by the Milwaukee branch of the American Association of University Women. She will have her four years of tuition paid at Milwaukee Downer College.

Gifts to Colleges Reported for 1923-24

Benefactions amounting to $81,722,887 were made to colleges and universities in the United States during the year 1923-24, the Bureau of Education reports. This amount includes only gifts and bequests and does not include grants made by municipalities, states or the federal government. Donations to the amount of $100,000 or more were reported by 147 colleges and universities and professional schools. The largest amount was $7,780,745 received by Harvard. Among colleges exclusively for women which reported gifts exceeding $100,000 during this period, Vassar leads with $661,373, followed by Wellesley, Smith, Radcliffe, Agnes Scott, and Salem Colleges.

Wants Radio Aid For School Forums

Dr. Joseph M. Sheehan, associate superintendent of the New York City schools, in charge of public lectures under the Board of Education, recently told of a plan to revitalize and make more potent the public lecture system. The plan is to create community receiving stations in the central schools in the city, where people may gather to hear lectures by radio and other forms of educational entertainment. This method, he said, would make greater use of the radio for educational purposes, and he included the people who could not afford receiving sets who would benefit by these community receiving stations.

Yale Junior Prom May Be Abolished

The Yale junior promenade, the climax of the annual social week, may be abolished because three successive years a deficit of $1,000 has been reported, while at the same time the total expenses have risen. Russell Lee Post, treasurer of the promenade held last February, has filed a statement showing that it cost more than $10,000. Mr. Post, as editor of the Yale Daily News, pointed out that this situation cannot continue and that the promenade may be abolished.

Widen Scope of Adult Education

Extension of adult education is planned by the American Library Association which, in its report, will urge direct service from the library to the reader, increased effectiveness in the distribution of books to adult education classes, and an information bureau to serve all such classes. The association is also planning a series of cultural studies for adults, following the European custom. Courses are given at night in many European countries for adults, where philosophy, music, the arts, literature and kindred subjects form the curriculum. The schools correspond to American night schools, except that the studies are cultural rather than vocational.

University of Miami Announces Opening

The University of Miami, Coral Gables, Florida, will have its formal opening on October 15, according to the university officials. Freshmen will be accepted for matriculation in the college of liberal arts as candidates for the A. B. and B. S. degrees. Freshmen will also be received in engineering, business administration, in the teachers' college and for the first year of a two-year course preliminary to the study of medicine. Two years from this fall the medical school will open. It is hoped to build a faculty which will be second to none in the country.

Give Advice On Courses

An innovation in educational work was tried recently in Waltham, Mass., when six pupils of the senior high school visited the North junior high school, during the assembly period, and gave three-minute talks in exposition of the several courses of study open to pupils at the high school. College preparatory, technical, home economics, industrial, normal and commercial courses were discussed. The pupils' visit was in accordance with a plan evolved by Principal Arthur N. Burke of the Waltham High School, who believed it would be an excellent way in which to acquaint possible future high school pupils with the advantages offered in the way of a high school education and to guide them in selecting the course suited to their needs or inclinations.

Send Drawings To Ireland

A collection of students' drawings from six representative American schools of architecture has been sent to Ireland through the efforts of the American Institute of Architects to aid the new college of architecture being founded at the National University of Ireland at Dublin. The Massachusetts Institute of Technology, the Yale School of Fine Arts, Columbia, the University of Illinois, Cornell, and the University of Michigan contributed to the collection.

As the Principal So Is the School

"The strategic point in the secondary school system of the United States is the high school principalship," Dr. D. H. Elkenberry, professor of education at the University of Missouri, recently declared. "It has become a trite saying that as the principal is, so is the school. In spite of its triteness, the saying is just as true today as when first heard," he added. From data compiled by him for the United States Bureau of Education it is shown that higher salaries are paid New England high school principals, including men and women, than those in any other parts of the country excepting only the Pacific coast. The national average salary of a high school principal is $2,314. The average in New England is $2,664; in the Pacific Coast states, $3,033. The salaries paid women principals are considerably lower than those of men, the difference being something more than $800, Dr. Elkenberry found.

Praise for School Papers

Six hundred high school editors, delegates to the second annual convention of the Columbia Scholastic Press Association, during their two-day session at Columbia University, heard Louis Wiley, business manager of the New York Times, declare in an address that high school papers today are improvements over those of twenty or thirty years ago, paralleling the advances made by the big dailies. He stated that the principle of co-operation is the important reason for modern progress, for there are many problems that the editor and business manager can solve together. Dr. Rollo G. Reynolds of Teachers College asserted that school papers mirror the life that is in the schools. For this reason, he said, they should have something more in them than accounts of football games, dances and art exhibits. They should show the thought of this present generation, for it is a characteristic of modern youth that it does think for itself, he added. A special certificate was awarded the Allold News published by Holyoke, Mass., High School.

Woodrow Wilson Chair Endowed

Edward W. Bok's offer of $150,000 to endow a chair at Princeton University to be called the "Woodrow Wilson Professorship of Literature," was accepted by President John Grier Hibben. Mr. Bok's purpose in endowing the chair is to commemorate the late President Wilson's mastery of English and "to provide training in the best spoken and written English expression and to further appreciation of the best English literature."

Sergt. York Wins Aid For His School

When Sergeant Alvin C. York dedicated his life to the task of establishing a school in the Tennessee mountains where he was born in a log cabin, he virtually refused a fortune that could be earned by commercializing his fame as a World War hero. His dream will now be realized, for he has broken ground for a $100,000 building, the first in his Industrial Institute. It is the plan of the famous hero to establish an industrial institute where mountain boys and girls can get an education, learn a trade and earn their expenses as they go to school. He has received assurance of support from many parts of the country. This benefactor of the people in his native hills was referred to by Marshal Foch as the outstanding hero of the World War.

Art Museum To Build School

Plans have been completed by the committee on building of the school of the Boston Museum of Fine Arts for the erection of a new structure, to include studios and an exhibition hall. The architect for the new building is Guy Lowell, who was architect for the Museum of Fine Arts. The demand for an adequate school building has been apparent for a long time to the many friends of the institution, and, with a registration of 305 last June, the difficulties of further development under the existing conditions have proved almost insurmountable.

Filipino Students Aid Illiterates

The five thousand members of the National Federation of Filipino Students have signed a pledge to teach at least one illiterate adult every year. Two textbooks are in preparation for use in the campaign. One book will consist of reading and writing exercises; the other will embrace geography, history, civics, morals, hygiene and sanitation.

Smith Students End Honor Plan

Regarding abolition of the honor system at Smith College the following announcement was made: "The Smith College Student Council has announced a change in the method of enforcing the rules of the Student Government Association. The council feels the need of enlarging the group of people who are really in authority, and since the delegation of such power is contrary to all principles of the honor system, it seems necessary to abandon that system. A plan is being proposed to have in each house a larger group who will be given the responsibility of enforcing the rules in their house. These house groups will be closely connected with the Student Council and will work with the council as much as possible."

TREND OF THE TIMES

Yellow Fever Almost Extinct in Americas

Through its departmental agencies, the Rockefeller Foundation during 1925 spent $9,113,730 in the cause of public health the world over. George E. Vincent, president, declared that these agencies fought hook-worm disease in eighteen countries, worked to stamp out yellow fever in Brazil and its last stronghold, western Africa, assisted in demonstrating the possibilities of malaria control, and aided medical education in many countries. Yellow fever, Mr. Vincent said, has almost vanished from the western hemisphere. "Only three cases of yellow fever were reported in 1925 from all the Americas." In fighting hookworm disease, the international health board treated nearly 1,500,000 people and aided local health organizations in 220 counties in southern United States and thirteen in Brazil.

Bill for Our Fruits Third of Debt Charge

The Imperial Economic Committee recently published figures showing that a larger proportion of the apples eaten by Englishmen come from the United States than any other country. The committee estimates that the average Englishman in 1924 ate about 100 apples. Of these 38 came from the United States, 25 from the United Kingdom, 19 from Canada and 8 from Australia and New Zealand. It also estimates that an amount equaling almost a third of the annual payment on the British debt to the United States, 111,000,000 pounds, was paid in 1924 for American fruit.

Policemen Will Carry Cameras

Policemen of Cincinnati will carry pocket cameras, it has been announced by City Manager Sherrill. A policeman with a tiny camera could preserve evidence of crime and accident that would be invaluable in the detection of criminals and for use in the courts, he said. This evidence is lost at present, and the prosecutor has to depend on human memory, always tricky, and inadequate oral testimony of the circumstances of the crime or of an accident, Colonel Sherrill declared.

Canary Breeders Raising Horses

The Harz Mountain people of Germany are about to add horses to the large exports of canaries and German police dogs they are sending to the United States. Fourteen yearlings from the Harzburg breeding farm of Baron von Lyncker have been selected for shipment to the United States and will be auctioned during the August race meet at Saratoga, N.Y. The Harz country in northwest Germany, which exports 75,000 "roller" canaries annually from its picturesque mountain regions, was the first to engage in rearing the German police dog, commonly referred to abroad as the "Alsatian hound."

Expenditures in France By American Tourists

In 1925 American tourists in France spent something like $226,000,000, as shown in an estimate made by the French national tourist office. Besides the Americans last year over 750,000 English people crossed the channel on trips varying from four days to two months and returned home leaving a solid wad of English money. Sir Robert Horne, former British chancellor of the exchequer, calculates that the Americans and the English together during the three summer months spend in France nearly $5,000,000 a day and that that amount added to the spendings of Durch, South American, Scandinavian and other visitors fully compensates for the adverse commercial balance France has had during the past year.

Sees Need for Soil Conservation

The United States must make rapid advances in the science of soil conservation to meet its needs for larger crops to feed the possible 150,000,000 in 1950, declared Dr. Harrison E. Howe in making public through the American Chemical Society the findings of numerous investigators in this field. To feed this population 38,000,000 more acres of land must be tilled and a "new vision of soil conservation caught in relation to civilization," he asserted. The vitality of our soil is steadily decreasing and the removal of necessary minerals is going on at a rate greatly exceeding the restoration of such substances to the soil, Dr. Howe stated.

State Parks Gaining Favor

Forty-three of the forty-eight states now have state parks, state forests with more or less recreational use, or other preserves under state agencies, according to a survey just completed and reported in a bulletin from the National Geographic Society. Some state parks rival national parks in size and scenic beauty. Adirondack Park in New York, with 1,850,000 acres owned by the state, is exceeded only by Yellowstone; Custer State Park, in South Dakota, of 107,000 acres, is of national park standard. New York leads the states in the number of preserves allied under a central state agency, with a total of ninety; Michigan has 56 state parks; Texas 52; Iowa 38. Pennsylvania leads in state forests, all of which serve for varied outdoor recreation, with a total of 1,131,000 acres. The number of states maintaining state parks has doubled since 1921.

Utopian Community For Working People

The $1,250,000 Garden-apartments being built by John D. Rockefeller, Jr., in upper Manhattan promise to be a Utopian community which will in part provide workingmen's families with home conveniences comparable with those enjoyed by wealthy families. The apartments are expected to be ready for occupancy next fall, and will accommodate 175 families. Each apartment will open upon a great garden. There will be playgrounds, an indoor gymnasium, quarters for a doctor and for three stores.

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The BOOK TABLE

ELDRIDGE'S NEW SHORTHAND DICTATION EXERCISES. Isaac Pitman Edition. New Era Outlines. By Edward H. Eldridge. American Book Company.

These 240 pages, 8½ by 10 inches, of exercises for shorthand practice are on the best of paper for practice. These are literally new dictation exercises. Mr. Eldridge was three years in collecting this new material. Thousands of letters were read and reread before the final selection was made. As far as the letters are concerned these exercises represent the better class of modern business correspondence. All the letters used were actually mailed. In a shorthand student's progress the time when he is most often neglected and yet really needs the most skillful assistance, is when he has just finished his textbook. Ungraded, miscellaneous dictation at this stage may be of greater injury than benefit to the pupil.

PRINCIPLES AND PRACTICES OF CO-OPERATIVE MARKETING. By Eliot Grinnell Mears, Leland Stanford University, and Mathew O. Tobriner. Cloth. 580 pages. Illustrated. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

So intense is the feeling regarding co-operative marketing, in and out of Congress, that there is an impression that it is something new. A hundred years ago Robert Owens in England and Fourier in France caused greater excitement in their countries than anything now in evidence in this country.

The seed they sowed is yielding a notable harvest in America today. Grain co-operatives do an annual business of $600,000,000, the dairy products co-operatives do an annual business of $400,000,000, horticultural co-operatives and live stock co-operatives each do a business of more than $250,000,000. There are ten thousand co-operative associations in the United States with two million farmers in their membership, and they have an annual business of more than two billion dollars.

This book by Mears and Tobriner is the only book that presents all the vital facts, reliably and interestingly, and no agricultural work of less than 600 pages has so much that is new to most American educators, farmers and economists, and nothing has the same relation to present legislation and editorial and platform discussion. It is more than uncommonly timely service that authors and publishers are rendering in "Principles and Practices of Co-operative Marketing."

MY CUT-A-PICTURE BOOK. By Anna Eliza Sample. With Illustrations from Original Freehand Cuttings by the Author. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

Here is a hundred per cent. ingenuity for a learning-to-read book. For a change these pictures have compelling interest for little people. It is surprising that this device has not been used earlier. While there are a few time-honored cats and dogs there are more pigs and mice, rabbits and squirrels, sheep and goats, turkeys and geese. All in all this is as fascinating for children as it is original in conception and skilful in execution. Author and publishers are to be congratulated upon meeting a new need so attractively.

BIOLOGY FOR BEGINNERS. Revised Edition. By Truman J. Moon, Middletown, N. Y. Cloth. Illustrated. 647 pages. New York: Henry Holt and Company.

No language can possibly express the importance of a knowledge of Biology. If any subject is "fundamental" it is Biology. True it does not run into every other subject as do arithmetic and reading, but everything runs into Biology. Start anything and it heads for Biology negatively or positively. Even lifeless things are inorganic. Think of the heavenly bodies and the first question is, "Is there life there?" or "There can be no life there."

Moon's "Biology for Beginners" is wonderfully complete, thoroughly reliable, uniformly interesting, and universally important. The one charm of the book is that the author never sacrifices truth to interest and never searches for some wholly useless fact which diverts the mind from vital interest in order to show that he knows everything about some unimportant thing. The author never encumbers a subject in the case of beginners with exceptions that no one will ever know anything about unless he is a specialist seeking the inexplicable functioning of something exceptional.

The book is so complete in information and so skilfully arranged that it is the one book on Biology that we have ready at hand when we need any biological fact on short notice.

MANY-A-WAY SERIES. Many a Way For a Closing Day. By Grace B. Faxon. Cloth. 224 pages. Boston: Walter H. Baker Company.

Although the author and publisher had the closing day in mind it came from the press too late for adequate service in May and June of this year. There are many occasions, especially from October to April, when schools have community gatherings when such exercises are in great demand.

"Many a Way for Any Day" is a fitting title for these fifteen "Plays and Dialogues for Grades One, Two and Three," thirty "Recitations for Grades," eight "Plays and Dialogues for Grades Four, Five and Six," twenty "Recitations for Grades Four, Five and Six."

There is something quite unusual and most delightful in the "Program for a Rural School of Eight Grades" with twenty recitations and several songs.

There are plays and recitations for Grades Seven and Eight.

The titles of some of the recitations, plays and dialogues are suggestive of the genius of the compiler of this attractive and highly serviceable book, "Elsie in Mother Goose Land," "The Little Orioles," "The Ostrich Dance," "The Lion and the Mouse," "Blackbird Pie," "The Ant and the Grasshopper," "The Princess and the Pea," "Circus Day," and "Broadcast from Bookland."

MODERN BIOGRAPHY. Edited by Marietta A. Hyde, East Technical High School, Cleveland. Cloth. 345 pages. New York: Harcourt, Brace and Company.

There is one undeniably weak place in the schools, public, private and parochial. None use biography adequately. There is no other literature that serves youth so remuneratively, in range of important knowledge, in vocational suggestion and in character morale as masterful biography. In the eighteenth century the famous Dr. Johnson said that fiction gets tiresome, but that biography always interests everybody. A hundred years ago Carlyle said that man finds unspeakable delight in biography, and Phillips Brooks is reported to have said that he would rather write a great biography than a great book of any other kind.

The greatest books of the present day are Michael Pupin's "From Immigrant to Inventor," and Rollo Walter Brown's "Dean Briggs," and Charnwood's "Abraham Lincoln," "Life and Letters of Walter Hines Page," and "Education of Henry Adams." George H. Palmer's "Life of Alice Freeman Palmer" has sold

60,000 copies and is still very much alive.

While there have been many immensely popular books about men and women written in a moralizing way, and a few entire school books given to the life of an individual as in the case of Edward Bok and Cyrus H. K. Curtis, Harcourt and Brace have published the first book of "Modern Biography" for schools that meets all the conditions, educationally, vocationally and ethically. The rare charm of the book is the fact that it accompanies adequate biographical facts with characteristic selections from his writings or from some important masterpiece of biography or of autobiography. In the case of Mark Twain there are eighteen pages from his "Boyhood on a Missouri Farm." In the case of Otis Skinner, one of the foremost actors of today, the selection is twelve pages of Mr. Skinner's "Earning a Reputation." In the case of Dr. Anna Howard Shaw, the selection is from her "Drama in the Lecture Field." In the case of Dr. Wilfred Thomas Grenfell, the selection is his "The Lure of the Laborador." The book closes with the most characteristic "Modern Biography" of the book, "The Life and Letters of Walter Hines Page," with elaborate selections therefrom.

CHALK TALKS ON HEALTH AND SAFETY. By Walter F. Cobb, M. D., director of Physical Education and Hygiene, Public Schools of Baltimore. Illustrated by the Author. New York: The Macmillan Company.

We are especially interested in this book because we have recently seen some of this work in the public schools of Baltimore, where many phases of school work are made highly attractive.

We are wholly unable to give any adequate idea of the fascinating "Chalk Talks," but we find it easy to tell you that the author makes every child see what not to do if it wants to be well and keep alive and never be a cripple.

"Snarly-Locks" is a tricky hair that acts like a bully on the playground, doesn't play fair, gets others into trouble, is a lazy rogue. It twists and squirms in and out until it tangles up a lot of other hairs. "When a snarly-lock finishes its evil work, the unlucky hairs look something like a box of tangled yarn with which kittens or puppies have been playing. It is easy to get snarly-locks, but it is hard to get rid of them."

This "Chalk Talks on Health and Safety" has a charming way of entertaining children while teaching important things so that they cannot be forgotten.

THE NEW MATHEMATICS. Book One. By John C. Stone, State Normal School, Montclair, N. J. Cloth. 314 pages. Chicago, New York, Boston: Benjamin H. Sanborn and Company.

For being ready for a textbook emergency when it appears on the horizon we commend John C. Stone. Some publishers and authors try to palm off old stuff under a new name, or with new tricks when an emergency comes out of the nowhere into the here, but John C. Stone always seems to have been preparing for every new need, and he has certainly done so with this, all kinds of mathematics for junior high school. And the publishers have done their part in allowing him more than three hundred pages for "The New Mathematics" for the first year junior high school.

As usual Dr. Stone has not hampered himself with any traditional fetters. He is not tethered to an arrangement of Arithmetic, Geometry, Algebra, Commercial Arithmetic or any other scheme. He starts the junior high school boys and girls off laying out a tennis court. Before the students reach the twentieth page they are using ratio. And thus they go forward by leaps and bounds as fast as they can go intelligently. There is always abundance of practice for accuracy and variety enough to sustain the interest.

MY RECORD SPELLING TABLET. For Use with Lippincott's Horn-Ashbaugh Spelling Book. Philadelphia: J. B. Lippincott Company.

The Horn-Ashbaugh Spelling Book has made a real capture of professional interest, and Ashbaugh's "My Record Spelling Tablet" (25 for $2.50) saves hours of the time of every pupil every year and leaves the pupil a running record of his progress on every lesson. One tablet covers one-half year. It is a visible record of the pupil's progress.

Each test is standardized. In all cases the standards are based on random spelling at midyear of the grade indicated, without knowledge as to whether or not the pupils have studied the words. The accuracy of these standards is affected by two features, one due to the method of standardization and one to the different characters of the various lists.

The fact that the words are midyear standards of the grade implies that results in the second half-years should in general be higher in relation to the norms than those in the first half-years. The children have had more spelling.

THE MODERN READERS' SERIES. "The History of Henry Esmond, Esq." Written by himself. Edited by W. M. Thackeray, and edited for school use by Walter Graham, Western Reserve University.

"Idylls of the King." By Alfred, Lord Tennyson. Edited for school use by Elizabeth Nitchie, Goucher College.

"Don Quixote." By Cervantes. Edited for school use.

Published by the Macmillan Company, New York.

There are forty books in the Modern Readers' Series skilfully edited for school use, not so badly abbreviated as to lose any of the classic atmosphere of the masterpiece. The books are every way as attractive as family library books at their best. Among the other volumes are "Jane Eyre," by Charlotte Bronte; "A Kentucky Cardinal," by James Lane Allen; "Two Years Before the Mast," by Richard H. Dana; "A Tale of Two Cities" and "David Copperfield," by Dickens; "Middlemarch," by George Eliot; "Ivanhoe," by Scott.

Books Received

"New Third Reader." By Walter L. Hervey and Melvin Hix. New York: Longmans, Green and Company.

"Drums of Morning." Edited by Henry Neumann. Boston: Little, Brown and Company.

"Better English Through Practice." By Alfred A. May. New York: Globe Book Company.

"Saplings." Pittsburgh: Scholastic Publishing Company.

"Raising Money." New York: Tamblyn & Brown.

"Junior Typewriting Studies." By William E. Harned.—"The Learn to Study Readers." By Ernest Horn and Ruth Moscrip. Boston: Ginn and Company.

"Study Guide for Problems in American History." By Lena Ely, Edith King and Martin Stormzand.—"Teaching American History by the Problem Method." By same authors. San Francisco, California: Harr Wagner Publishing Company.

"Arbor Day in Poetry."—"Easter Day in Poetry."—"Mother's Day in Poetry." New York: The H. W. Wilson Company.

"My Record Spelling Tablet." Philadelphia: J. B. Lippincott Company.

"The Grip Fast English Books." Vols. 1, 2, 3, 4. Compiled by F. A. Forbes.

"The Story of Our American People." By Charles F. Horne. Volumes 1 and 2. New York: United States History Publishing Company.

"Extra-Curricular Activities." By Elmer H. Wilds. New York: The Century Company.

"Story of Our Civilization." By H. A. Guerber. New York: Henry Holt and Company.

"Syllabus of Bible Study." By Lina M. Mott. Statesville, North Carolina: Brady Publishing Company.

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GRINS BETWEEN GRINDS

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Small Dorothy was accustomed to hearing considerable shop talk at home, both her parents being in the advertising business. One day she brought home a text from Sunday School.

"What have you in your hand, dear?" asked her mother.

"Nothing much," answered Dorothy with a little shrug of her shoulders. "It's only an ad about Heaven."

Makes Perfect

The proprietor turned his back for a moment and the newsboy deftly filched an apple from the fruit stand. A benevolent old gentleman observed the theft and shook his head sadly.

"My boy," he said, "isn't it possible to obtain food without practicing such tricks?"

"Might be," admitted the newsy, "but a little practice makes you a lot slicker at it."

Happiness never hatches for some people because they keep shooing the hen off the nest.

Choice of Washingtons

"I say, waiter," said the diner, contemplating a piece of chocolate cake which the waiter had set before him, "I ordered Washington pie. Shouldn't this icing be white?"

"Only on George Washington pie, sir. This is Booker T. Washington pie."

Too Green to Burn

An old negro was burning some dead grass off his front yard when a wise guy came along and said:—

"You oughtn't do that, Uncle Ebb; it will make your lawn as black as you are."

"Don't you worry about dat, sah," responded Uncle Ebb, "cause dat grass'll grow out again as green as you is."

Paternal Bounty

A professional beggar of Chicago expressed his surprise at finding a colleague in an unaccustomed part of the town.

"What are you doing here, Bill?" he demanded. "I thought your stand was near the bridge."

"Oh," explained the other, "I gave that to my son as a wedding present."
—Columbia Jester.

Family Tradition

A young fellow at the club was talking to an old and conservative member with reference to criminal procedure, when he observed:—

"I see there's some talk in this state upon the question of abolishing capital punishment. Would you vote to abolish it?'

"I would not," was the decided reply of the old chap. "Capital punishment was good enough for my ancestors, and it's good enough for me!"

The Inevitable

"Do you play cards for money?"
"No; merely with money."

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Spelling

Another bogey has collapsed. Research and statistics have triumphed over another "we view with alarm." It has been taken for granted of late and almost never contradicted that spelling was on the down grade. The high school and college graduate might be learning a lot of high-powered knowledge, but they were no spellers. Among all the sighful "back-to" movements, none has been urged with more fervor than the back-to-the-old-spelling-book movement.

So strong has been the drift away from good spelling that arguments have issued from first-class academic quarters to show that spelling is at best a mere matter of memory and about as bare of educational value as the memorizing of historic dates. Other tendencies illustrating the same drift are spelling reform and the invention of new languages.

But now comes the report of a research among the school children of Philadelphia which shows that spelling is going ahead by leaps and bounds—good spelling, that is. Among 115,802 pupils were found 25,102 who were 100 per cent. accurate, and the entire number averaged 84.2 per cent. The little old brick school of yesteryear had no such record as that. Not even the old log cabin school of the crossroads nor the square board shack of the field corner, where spelling was supposed to be learned to perfection because it was about all there was to learn, could match such a record.

The idea that our fathers were powerful spellers is largely a myth; and the idea that spelling was better taught in the old days than now is also one of those mythical things which people cling to because they like to and not because there is any proof to go on. As a matter of fact, there was very little good spelling in the old days. Now and then some bookish little boy or girl stood at the head of the class and spelled down the whole school on Friday afternoons; but in the main the old-fashioned pupil in the old-fashioned school of the old-fashioned days of long ago learned just as little about spelling as he was forced to learn and no more. And then he forgot it as promptly as possible. Spelling, like everything else, has been democratized and more people can spell correctly and spell more words today than ever before.—Philadelphia Public Ledger.

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Meetings To Be Held

JULY.

1-2: National Association of Visiting Teachers, Philadelphia, Pa. Edith M. Everett, 1421 Race street, Philadelphia, Pa.

5-8: Music Teachers Association of California, San Diego. C. C. Draa, 438 Music-Art Building, Los Angeles.

28-29-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. W. W. Landers, Charleston, W. Va.

28-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. R. S. Grossley, State College for Colored Students, Dover, Del.

SEPTEMBER

7-8: Mathematical Association of America, Columbus, Ohio. W. D. Cairns, Oberlin College, Oberlin, Ohio.

10: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER.

7-9: Division Meetings of Minnesota Educational Association, at Winona, Mankato, Moorhead, Crookston, Virginia, Bemidji, St. Cloud. H. C. Bell, president.

12-15: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie.

21-23: Indiana State Teachers Association, C. O. Williams, secretary, Indianapolis, Indiana.

21-23: West Tennessee Education Association, Memphis. O. H. Jones, secretary, State Teachers College, Normal, Tenn.

21-23: Utah Education Association at Salt Lake City. J. T. Worlton, Salt Lake City.

22: Franklin County Teachers' Association, Greenfield, Mass. Mildred Hartwell, president.

22-23: All States Vocational Home Economics Conference, Springfield, Ill., Adah Hess, Springfield, Ill.

22-23: Illinois Home Economics Association, Springfield, Illinois, Adah Hess, secretary, Springfield, Ill.

25-27: Association of American Medical Colleges, Cleveland, Ohio. Fred C. Zapffe, 3431 Lexington street, Chicago, Ill.

25-28: National League of Compulsory Education Officials, Nashville, Tenn. John A. Parker, 63 Pynchon street, Springfield, Mass.

27-29: Washington Education Association, Spokane and Seattle. W. H. Grayam, Puyallup.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: West Virginia State Education Association, Clarksburg, W. Va., W. W. Trent, secretary, Elkins, W. Va.

28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

28-29-30: Annual meeting of Northeastern Missouri Teachers' Association. H. G. Swanson, secretary, Kirksville, Missouri.

NOVEMBER.

1-6: Iowa State Teachers Association Des Moines. E. C. Lynn, Donnellson, Iowa.

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-6: Minnesota Education Association, St. Paul. H. C. Bell, president.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary. State Teachers College, Ames, Iowa.

4-5-6: Iowa State Home Economics Association. Des Moines. Lillian G. Orr, Sioux City, Iowa.

4-5-6: Kansas State Teachers Association, Topeka, Hutchinson, Hays and Chanute. A. J. Stout, Topeka, Kansas.

4-5-6: Wisconsin Teachers Association, Milwaukee.

4-6: Association of American Universities, Evanston, Ill. A. H. Lloyd, University of Michigan, Ann Arbor, Michigan.

5-6: Pennsylvania Association of Deans and Advisers of Women, Harris Hotel, Harrisburg. Laura H. Carnell, secretary, Temple University, Philadelphia, Pa.

9: Women's Educational and Industrial Union, Perkins Hall, 264 Boylston street, Boston. Margaret McGill, secretary, Boston.

10-13: Missouri State Teachers Association, Kansas City, Dr. E. L. Hendricks, president, Central Missouri Teachers College, Warrensburg..

10-13: Missouri Society of Teachers of History and Government. Edgar B. Wesley, secretary, University City, Mo.

11-13: Arkansas State Teachers Association, Little Rock. Ury McKenzie, Hot Springs.

11-13: Association of Urban Universities, Providence, R. I. W. H. P. Faunce, Brown University, Providence, R. I.

12-13: Colorado Education Association, Denver, Grand Junction, Pueblo, H. B. Smith, secretary, 520 Commonwealth Building, Denver.

15-16: National Association of State Universities of United States of America, New Willard Hotel, Washington, D. C. E. H. Lindley, Lawrence, Kansas.

22-25: South Dakota Education Association. C. S. Hall, Bellefourche, S. D.

25: Virginia English Teachers Association, Roanoke. H. A. Miller, Jr., Petersburg, Va.

23-26: Public School Trustees' Association of Virginia, Roanoke, E. G. McGhee, Charlotte, Va.

25-26-27: National Council of Teachers of English, Palmer Hotel, Chicago. F. W. Gosling, superintendent of schools, Madison, Wisconsin.

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